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ABSTRACT

Model IV, the rural-residential career education model, is committed to a goal of improving the growth, development, and employability of individuals in a six-state region, through an innovative, experimental system of career education. A residential community is one aspect of the innovative, experimental approach to be utilized in Model IV. Both the career education program and living in the created community are envisioned as providing the rural disadvantaged with learning experiences that have relevancy to improving their employability. Guiding the research and program development activities in Model IV is a working constitutive definition which views career education as the aggregate of processes by which an individual acquires and develops the goals (values), abilities (knowledge, attitudes, skills, and behaviors), and motivation to: (1) contribute to the growth of himself, his societies, and his life style, and (2) make prudent use of his individual, his societies' and his life-style systems' resources and energies. From this definition, it is easier to translate the constructs into operations than it is with other definitions of career education. (SB)

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WRITTEN STATEMENTS OF OPERATIONAL DEFINITIONS

"CAREER EDUCATION"

Submitted to the
National Institute of Education
Corrine H. Rieder, Director
Career Education Task Force

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Vice President/Deputy Director
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Responding to:

"Memo from National Institute of Education requesting written statements of operational definitions -- Career Education."

INTRODUCTION

The purpose of the Career Education effort in this country at present is to plan and demonstrate an efficient and effective comprehensive approach to what is now being called career education. We are in a prototype development stage. More specifically the development of career education applied particularly in the sparsely settled rural areas of this country is limited by at least three related factors: (1) Sparse population; (2) High relative cost; (3) Limited industrial and economic development. Hypothetically, if the present endeavors ongoing in career education were implemented, significant strides would be made towards equating realistic costs to benefits and eleviating the deficiency of the interrelationship of the above three factors. Additionally, and perhaps realistically, more of the products of such programming would be encouraged to remain in their indigenous environment.

Ruralness Influence

The limited industrial development in the rural areas likely serves to lessen the degree of awareness of a need for career education by people. Only recently has an increased awareness become apparent. The rural areas are faced with the familiar problem of the agricultural states. Efficient farming and ranching procedures are reducing manpower needs in the agricultural area. Consequently, people are leaving the rural areas for communities where the opportunities are better. Unfortunately, many of these people have not had the education to allow them to compete easily with competition

from communities with comprehensive educational systems. The occupational and economic underachievement of many persons in areas of slow economic growth is due in part ot their failure to adapt to the conditions of modern technological society. They are by-passed in the process of the dynamics of technology because they lack the skills, competencies, knowledge, attitudes, and orientation required for adequate interaction to a changing economy. Usually they do not have access to an educational system which is adapted or adaptable to their particular needs.

Trends

One of the results of recent developments and increased emphasis in the country has been the importance assigned to career education. Education requirements for specific careers, occupations, etc. vary widely, and certain jobs have specific requirements for advanced education. The specific educational requirements may not always be necessary for adequate job performance, but the significant fact is that educational attainment is so often an important consideration in recruitment, employment, and advancement. There is now, however, considerable support that indicates the necessity and importance and the apparent lack of proper work attitudes necessary for recruitment, employment, and advancement.

Thus, in addition to the value of career education and traditional (so-called "academic") education for the social and psychological development of the individual, it has more than considerable importance for his career as well. Many people have been educated in small and understaffed schools. For those and other reasons their level of education is not where it should be. Most of the rural schools are isolated from industrial and technological

environments and are not perhaps fully aware of the need for the desired emphasis of occupational or career education to compete successfully in the labor market, let alone the emotional and psychological conflict of the metropolitan employer/employee relationship. For example, many rural young people do not hold part-time or summer industrial jobs and do not know the requirements of different occupations or how to secure a job. In both rural and small urban areas, many people have suffered from a lack of positive direction from parents and educators and from an absence of success among relatives and friends and unsatisfactory adaptation to traditional school and disallusionment with work values, attitudes, and patterns. All of these factors constitute barriers to knowledge, attitude, competency, skill development, and employability.

Model IV & Career Education

Therefore, it is felt that a comprehensive career education program, articulated and designed to provide degrees of reinforcement in relation to an individual's evolvement to a working environment would be highly desirable. This process construed for the total spectrum of potential students would give them career education fundamentals, development of attitudes, social orientation, orientation to the world of work, career exploration, and skill preparation. This can do much to provide the realistic opportunity for improvement of economic, social, and personal status of the individuals and families involved. The range of career education needs varies and may include for purposes of present career education thrusts: (1) Motiviation to persist in education; (2) Guidance concerning the appropriate type of education and subsequent employment; (3) Counseling in occupationally relevant personal, social, study, and work attitudes and skills; (4) Basic education and attitude

development as a foundation for career preparation and skill development; (5) Education programs which are relevant to work opportunities; (6) Combination of work and education; and (7) Family interpersonal relationships.

The content and degree of sophistication of traditional education and "training" programs tend to be unsuitable for most students (people) and groups of students (people), because they are based upon the values and behavior patterns of a college bound student and drop-out (young and old). Problems of orienting, motivating, and preparing members of such entities and other members in the potential spectrum require new approaches. Some useful techniques have been developed, but there is a great need to develop new knowledge to experiment with techniques and to demonstrate the effectiveness of methods to meet, prepare, and adapt all persons to employment in a dynamic technological society and to function as useful citizens and wage earners.

Finally, for economic and humanitarian reasons, it is important to develop methods that can be utilized wherever handicapped and disadvantaged people are found.

De-emphasis Of "Vo-Tech" Image

The evolution of "vocational technical" education in this country since the Smith-Hughes Act of 1917 has in all potentiality reached a point of diminishing return. The predominantly agricultural economy created a need for vocational agriculture, and consumer and homemaking education. These were developed but with little demand or felt need and few other occupational programs were established. Traditional programs lack

objectives which parallel the dynamics of a system of technology which is apparent today. The emphasis on agriculture today surpasses need. Technological change has upset the delicate balances of their environment. The traditional approach in this country to a stereotyped vocational education is no longer economically realistic, feasible, or worthwhile. Technology is not a test tube into which people are to be poured to which they must be molded. It is something to be adapted to the needs of the people and to the furtherance of human ends, including the enrichment of personality, character, and environment. It seems only natural then that the one basic influencing factor to all our lives - education - synthesizes its system to the dynamics of the society for which its energies are geared.

To bring about such a positive change in self-concept and in personal and social adjustments, primarily in the students of teachers who are to be involved in the process of special instructional practices, and secondarily, to the teachers, themselves, a revitalized thrust of emphasis in the educational system is needed. Hopefully, the proposed concepts beginning to emerge in career education, specifically at the national level, will demonstrate this. The concept upon which career education is based is that of using a comprehensive approach to education whereby the changes of attitude toward work of students and specified instructional practices of their teachers and counselors becomes an inherent part of curriculum emphasis. Plans for the use of this approach will be developed from currently available data and from research projects surrounding the career education concept or idea. It is apparent that an expanded system of career education is needed. It is also apparent that a unique approach is necessary in order to eliminate isolated courses and provide a comprehensive system which

prepares a person for the broad spectrum of the world of work and living. All education is career education. It is for all people. The emphasis of this present career education endeavor should be and will be on planning and demonstrating the comprehensiveness concept of career education.

The idea that the only good education is a four year college education and a success means a college degree has erroneously been promulgated. Some occupations require a four year college education; others require a two year education; others several months; and others less. It is time to begin programming for all people. To be successful in work and living, one needs attitudes, skills, understandings, basic tools, and competencies. These include the communication skills, social skills, computational skills, etc. adapted to the individual needs of each person. A comprehensive career education begins in kindergarten and continues throughout life.

Career Development - Occupational Choice

Skill development for occupational competency, i.e., occupational education is not and cannot be "extra-curricular" or elective. The charge of all education is to meet the needs, interests, and abilities of people. This is a statement of responsibility for all education, not just any one segment of the educational process. Further, occupational education, career education, be it professional (degree based) or the completion of a high school program (diploma based, also) - requires, and must be built on, a firm foundation of sound basic education, starting with reading, writing, and arithmetic (i.e., communication, computation, etc.). Career development (life style development/skill development) for occupational competency

and self fulfillment must be in consonant with all other components of the educational program normal to the process and progress for the individual.

The basic commitment to "a college" education is reflected in the traditional and popular implication that "vocational" education is a remedial program for only those who cannot successfully complete the college curricula. It is reflected in the suggestion of the federal legislation that vocational education is a solution to serving the disadvantaged and handicapped. These assumptions ignore both the interests, needs, and abilities of the individual seeking self fulfillment and the need for our society for educated highly skilled workers in a technological era. The same policy is one of fragmentation, the traditional response to the demands of a less complex, less demanding era than that of today. There was a time when the individual independent of education could find employment and self fulfillment. This is not generally true today. As we look to the future, the evidence is that the more sophisticated our economy and technology, the greater will be our problem. It is a policy which has required and will increasingly require services to remedy the shortcomings rather than support other basic educational system, but should be vibrantly responsive to the practical demands of the individual, his family, and our country.

Equally important, it is a fragmented policy. This country has not had traditionally, a single comprehensive policy for education, purpose, and function into which all of the liberal and so-called "vocational" parts, elementary, secondary, and post secondary and adult must fit. Obviously there have been many reasons for this. The result is a lack of continuity -

from the view of the individual, if not in performance - that finds demands in both secondary programs for remedial courses because of the shortcomings of the elementary and secondary system. Finally, the feeling that there is a need for basic public policy in education is obvious. The nation's Congress, the President, the Commissioner of Education, and others have began a chain of events to bring the career education concepts to the constituent's viewpoints and to the forefront. The nation's Congress has followed with major changes in federal legislation (i.e., Education Admendments of 1972) depicting the need for a greatly expanded concept of career education. A great deal of emphasis within the last two or three years has been promulgated toward the development and implementation of an expanded and quality designed career development system of education tailored to our nation's needs.

Career education not only encompasses the teaching of specific occupational skills, but also gives orientation to the challenges of the world of work and living in general. It also requires educators and curriculum designers to plan a new instructional program which embraces their goals. Today, schools and educational institutions should be and are beginning to stress a more comprehensive curriculum, a more effective learning environment, and an increased cooperation on the part of all educators. The atmosphere is and should be particularly conducive to exploring workable ways of harnessing interdisciplinary methodology to career education content and continuity. An interdisciplinary education approach to program development is necessary for an effective comprehensive education that will benefit all persons. The proposed direction in career education in career development programs is one of expansion and improvement of present components of the now ongoing program.

It incorporates the entire present structure of education, kindergarten through adult and continuing education. It begins with emphasis on development of positive attitudes toward work within the present context of the elementary school program. It continues into the junior high program with experience in career orientation and exploration.

Exploration - IA And Career Education

Generally speaking, only the industrial arts program in our public schools has had any semblance of an exploratory effort. In theory, the controversy of exploration verses skill development for employment continues. In reality, few of the programs do either. Perhaps Ohio's former governor James Rhodes' statement is even more descriptive:

> "The industrial arts program is intended to be a part of the educational program which makes a contribution to the youths' desire to explore the world of work in industry and the jobs available. The industrial arts subject area in the public schools of our state . . . has had such a hodge-podge of gaols, curriculum emphasis, and a variety of facilities and equipment in the various schools, that it seems to have had little influence as a significant exploration function in most of the public schools in our system. The birdbox, hatrack, bookcase orientation of the industrial arts program might have been an orientation to the wood oriented economy of the early 1900's, but it certainly doesn't have relationship to an exploratory program for our modern technological society.[1]

Exploration programs in the field of business are presently confused and almost nonexistent in marketing, health, public service, and other occupations. Exploratory career selection programs and materials are presently lacking. Our diagnostic resources in most schools are crude. They are

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[1]James A. Rhodes, Governor, State of Ohio, "Vocational Education and Guidance - A System For the 70's", Charles E. Merrill Publishing Company, A Bell and Howe Company, Columbus, Ohio, Copywright 1970, Page 97.

usually confined to testing IQ's, reading, and achievement levels. The results are used to "slot" people into their right "track" or level, not to change the curriculum or the teaching strategy. Our present industrial arts programs should provide the simple structure around which the expanding career exploration concept will evolve. Likewise, leadership from the industrial arts staff will be needed to assist in program development for both the elementary and secondary segments so as to provide for continuity and continuous progress for the individual students in our programs. The leadership role for industrial arts is obvious and inherent in the career development education concept. Leadership in this vital area of program development is a pivot point; without it we as educators fall short and our students get shortchanged. The obvious reward of maintaining status quo, which requires little effort, is quite apparent today in our society. This process of integrating industrial arts with career development education is due to a greater sensitivity on the part of educators and to the real needs of students rather than allegiance to an established curricular area (i.e., industrial arts). There should be no speculation here. I acknowledge that our present industrial arts programs are good indeed, but they do not, under the present stereotype serve enough students. The secondary, post-secondary, and adult programs build from the foundation provided for by the elementary and middle school program. At this level, the development of broad skill programs to serve the wide range of interests and abilities is necessary. The career ladder and cluster concepts form the base of a transition from education to our world of work.

Comprehensive Education vs. Career Education

We are looking for a redefinition of the basic aims of education. We can

hypothesize that present trends would indicate that we are moving from what has been a dichotomized educational philosophy and system, i.e., vocational education, college prep education, general education and other types of educational classifications, to what we have termed at one time, "vocational" education vs. "college prep" education, and then on to a different term, "occupational" education, and now to "career" education, and ultimately, we can perceive we will return to the basic concept that "education" is the term that we're looking for. It should not be prefaced by the word career, vocational, college, general, what have you. It would simply be called education, and it would be comprehensive in nature. Marvin J. Feldman, then program officer for the Ford Foundation in a speech delivered September 10, 1968, has indicated perhaps precisely the goals of a comprehensive educational system which we might pursue:

> (1) The first is to identify the talent and learning style of the individual; (2) The second purpose would give him knowledge of the world in which he lives in both physical and social terms; (3) A third purpose is to develop the skills needed to sustain and advance his life so that he may be a productive and creative individual in society; (4) To satisfy the search for the individual person's own life values.[2]

Career education as an educational program or system will not consider vocational education as a separate discipline. It will take the view that vocational education involves processes that could be applied to many disciplines and that vocational education will be viewed as a system that provides alternative processes based on learning styles of people. As Mr. Feldman continues to point out in his speech:

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[2] Marvin L. Feldman, Program Office, The Ford Foundation, "A Definition of Comprehensive Education", ES '70 News, Vol. 1 - No. 6, Dec., 1968 - January, 1969, p. 6. (Excerpts from a speech delivered September 10, 1968.)

. . . . . vocational education would not be put into the education spectrum at a particular time and place, rather it would be viewed as something which involves a methodology in the use of vocational education as a pedagogical vehicle which stimulates the child to learn because he is interested in the end result and welcomes the process by which the end result is achieved. It is impossible to study vocational education without realizing, in fact, that there is no system of vocational education. There are schools of all kinds at all educational levels, but there is no system with a logical progression of school to school and from level to level. For sixty years, vocational education has been confused with practical training required for a job and has been regarded as a separate and distinct part from education as such. It is offered at the end of a process of compulsory general education and is concerned with only a fraction of the labor force. It is associated with manual occupations and is thought of as inherently inconsistant with the ideal prospect of higher education for all of its pupils. Because we have just begun to learn more about learning styles we have not recognized the good number of important vocational education processes that are now being misused.[3]

Education and Change

Education by the very nature involves a commitment to change. It is a commitment to alter the behavior of the person functioning within his particular social, political, cultural, and technological environment. As we become involved in our specific educational endeavors, we have a tendency to over simplify the factors and conditions which affect the problems we encounter. At the same time, we search for the formula which will provide the panacea for these problems. One of the pitfalls which traps many of us is the fallacy of "rational decision making". This is the belief that an individual will make a decision affecting his life or decisions are seldom based solely upon rational ordering of information. The results impart from our emotions, which are a function of our background, status, and experience.

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[3]Ibid.

Thus our concern for speedy solutions coupled without dependence upon the rational decision making of others, often leads to disappointment in expectations we had for a project (i.e., career education) and the change we see actually take place within the involved individual or group.

Individualizing

We need to face some realities in American education. While we have prided ourselves as being the historical melting pot of the many cultures and national groups, the fact remains that people with different ethnic and cultural backgrounds have remained isolated from the general middle class ideal of American culture. It is only within the past decade or so that some major efforts have been made to recognize the special problems of these groups of people and to provide a meaningful educational program for them. For years, teachers and school administrators have given lip service to the concept of individual differences. They have pointed with pride to each token program where it was attempted to meet the particular needs of this or that group of children or persons. Yet the truth of the matter is that most of us in education continue to operate on the assumption that we are really all alike. The vast majority of curricular offerings strongly imply that there is no such thing as a "typical American" with a "typical American" culture and a "typical American" set of values. Unfortunately, the American culture and the American system of values which we perceive as averages are simply reflections from the reservoir of our own concepts and values. It is no wonder that in our teaching we find it difficult to accept or understand an individual whose culture, attitudes, and values differ significantly from our own.

Here we are today after some 150 years of public education in America having to face the reality that we have not been able to reach effectively, large segments of the American population. Learning is not an isolated event, but a total process which involves the cultural, social, and emotional make-up of each individual and his family. It is hoped that career education and emerging concepts will enable persons, i.e., families to (1) place their special problems and projects in the proper perspective, and (2) understand some of the many factors which are involved in instigating social change.

General Orientation to Career Education

Career education potentially represents an integrated effort to create a plan of action that can be used as a basis for directing and controlling social change. What is needed is a new vision of development that encompasses values other than those associated with the production of more goods, services, and jobs. We must improve the ability of our educational systems to meet changing individuals', societal, and life-living environmental needs.

Whether a person goes to a university, a community college, or directly into the world of work following high school, the fact remains that one day he will work. In order to be successful, all persons need favorable attitudes about the world of work and job entry skills. What is the real relevance of education to employability?

In exploring the topic of occupational and career education, a review of the literature and most research indicates that much has been written and

many studies have had as their focus that of the problem of providing adequate education for work and living. Much has been stated in attempting to classify different types of employment and employers. Much time has been spent in projecting the needs and demands of various categories of jobs and workers. In terms of employment, the classifications used by business, government, and other organizations have little significance because they do not pinpoint the skills, knowledge, specific competencies, and the attitudes prerequisite to employability. It appears that there are factors other than formal education or saleable skills which contribute significantly to the problem of unemployment. There is much support also that to continue support for vocational education as it has been perpetrated in the past with the goal of providing job entry skills is apparently not a complete answer. An unemployment factor is apparent at all education and skill levels. Career education should take into consideration the following specific objectives: (1) To provide persons interacting with a program with skills, knowledge, competencies, and attitudes necessary for placement in the labor market; (2) To provide placement opportunities as a part of the finale to the natural process of education for persons in specified jobs or job clusters as well as placement for additional education; (3) To provide a curriculum balance so as to correct educational deficiencies that prevent persons from participating fully in the exploration and orientation into the occupational world of work, and to develop realistically individual capabilities and personalities to the fullest; (4) To provide a coordinated and integrated program which is all inclusive of the people being served (i.e., families and family members) including those with special needs; (5) To provide demonstration that career education is continuing, pervasive, and consistant with all forms and types of education and is in reality not part

of a dichotomy for education -- it is a total educational process; and (6) To bring about positive change in self concept and in personal and social adjustment, primarily in the students of teachers who are involved in the process of special instructional practices and secondarily, to the teachers themselves. The concept upon which the career education idea is based is that of using a comprehensive approach to education whereby the changes of attitude toward work of students and persons and specified instructional practices of their teachers and counselors becomes an inherent part of the curricular emphasis.

It is no longer possible to departmentalize education into "general", "academic", and "vocational" components. Education is a crucial element in preparation for a successful working career at any level. The educational skills of spoken and written communication, computation, analytical techniques, knowledge of society, and one's role in it and skill in human relations are as vital as skills in particular occupations. On the other hand, employability skills are equally essential to education. If education is preparation for life, and if practically everyone's life and opportunities were self expression and self fulfillment, including work, then only the successfully employable are successfully educated. American society is achievement oriented and attributes something less than wholeness to the non-striver and non-achiever. Culture and vocation are inseparable and inseverable aspects of humanity.

Vocational education is not a separate discipline within education, but it is a basic objective of all education and must be a basic element of each person's education. It is also a teaching technique which may have even

more to offer as a method than as substance. As a selecting out process for the profession, education has fostered, stressed, and rewarded the verbal skills important to these pursuits. It is given too little attention to the development of attitudes, manipulative skills, and adaptability to new situations. In the process of emphasizing verbal skills, the predominate methods of instruction are lecture and discussion and little attention is given to the alternative technique of learning by doing. Skill development can be accomplished through work experience or through education in the schools, shop, laboratories, business, and industry. The key is to build a better means of integrating so called academic education, skill development, and work experience. A common objective should be a successful life in which employment and one's family has a crucial role.

A Rationale for Change

Leaders in all phases of American life are well aware that the responsibility for the development and continual upgrading of the nation's human resources cannot be delegated to any one institution within our society. Yet the same leaders have had extreme difficulty in designing a comprehensive and effective approach to human resource development problems. There are also growing concerns about the effectiveness of many long established human resource development agencies and institutions which include the public educational institutions. Specifically there are pressures from many quarters for these agencies to develop and provide occupationally relevant programs and servces tailored to the needs of students and adults in the communities they serve. Essentially this means that there is a growing expectation of the educational community to devote as much attention to the youth who are work bound as they do for the relatively small percentage who are college bound.

This does not appear to be an unrealistic expectation, but probably will not come about as a result of an expansion of traditional vocational education programs. Real programs will come only when the concept of education for work and living permeates the entire atmosphere of the educational establishment, and educational experiences are being recognized as being a means to an end rather than an end in/and of themselves.

EDUCATION OR CAREER EDUCATION?

Our educational systems, programs and institutions appear to be in trouble. Both the publics they serve and the students/persons whom they supposedly educate are making noises of dissatisfaction. The inadequacy of the schools in preparing individuals for the "world of work" is thought to be a major factor contributing to dissatisfaction with education.

> Career education is an absorbing topic at the Office of Education lately. In essence, we are attempting to answer a very large question: What is right and what is wrong with vocational education in America today and what can be done to build on our strengths and eliminate our weaknesses?[4]

What is right and/or wrong with vocational education or occupational development is really only one aspect of evaluating the over-all effectiveness of our formal educational systems. Certainly, we must improve the ability of our educational systems to meet changing individual, societal, and environment needs. Does, or can, using the word career, rather than vocational, general, academic or occupational, force a broader focus on a sensed problem[5] that will eventually result in more responsive educational systems?

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[4]Sidney P. Marland, Jr., "Career Education Now," Address at 1971 Convention of NASS Principals, Houston, Texas.

[5]It is a "sensed" problem rather than an adequately defined problem. As is the case in most problem situations, the signs, indicators, or manifestations of the problem have been accepted as the problem. It has been envisioned as: a "gap between the world of school and other realms of human activity" (Far West Laboratory for Educational Research and Development, 1971), "students leaving school lacking the ability to secure and retain satisfactory employment" (Messier, 1971, working draft), "this failure to prepare students for participation in the occupational structure is one of the fundamental problems which today faces formal education and the larger society" (Far West Laboratory for Educational Research and Development, 1971), etc. We would posit that the national problem of unemployability is only one aspect of a much larger and more complex problem that has resulted in change and conflict in operating values of large segments of the population.

Stretching a conceptual base brings with it problems of definition. In attempting to define career education, we may come to realize the more fundamental problems underlying the failure of our educational systems. We are still in the first phases of searching for a definition of career education that can be used as an operational base for research and development. This means we are in the process of putting out thoughts, criticizing, refining and integrating. The discussions of the following definitions tend to highlight the weaknesses of the definitions as an operational base. The criticisms are offered to stimulate the refinement and integration of relevant concepts that can be used to develop a working definition.

Career education has been variously defined as:

(1) "a system of educational experiences so designed and conducted as to prepare the individual for living a happy, satisfying life and earning a satisfactory living in our society ... career education ... is so designed and conducted as to best integrate the student with his present and future environment--the career of life" (Teske, Problematic Situations).

This definition sounds nice, but is not a basis for operation. It relies heavily on words such as "happy", "satisfying life", etc., which are at best relative and for which we have no reliable measures. "Our society" implies a nation in which a single value system holds sway. It leaves no room for the concept of different societies within the American context which is a more accurate statement of what exists in this country. There is no single society, but several different societies that make up America. The "student's" or individual's immediate and/or future social context is the life environment with which he should be integrated through career education. How does one measure the integration of the individual and his environment? This definition is not

stated in terms that are verifiable; thus, it does not provide a good basis for operation.

(2) "In addition to teaching occupational skills, it (career education): provides an orientation to the world of work, generates attitudes conducive to occupational responsibility, and instills knowledges and abilities required for healthful, productive, and responsible lives" (USOE working paper).

Although this definition starts out in a manner conducive to measurement, i.e., it is possible to measure attitudes, etc., it ends up in vague abstraction of productive and responsible lives (as defined by?) for which we have no measures. What is a productive and responsible life? USOE's concept of what is productive and responsible may be totally different from that of a Wyoming rancher, a North Dakota Indian, or a Montana college student. So may attitudes differ. Using words like productive and responsible makes it difficult to assess the impact of career education programs.

(3) "All education is career education, or should be. And all our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school or go on to further formal education...We are talking about the capacity of our people to sustain and accelerate the pace of progress in this country in every respect during a lifetime of learning...It is terribly important to teach a youngster the skills he needs to live, whether we call them academic or vocational... But it is critically important to equip that youngster to live his life as a fulfilled human being...In other words, life and how to live it is the primary vocation of all of us. And the ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their hearts, and their minds, and, for many, their hands as well" (Marland, "Career Education Now", 1971).

Again, were we to use these words as an operational base, we are confronted with defining such things as "fulfilled human being" in verifiable terms.

Marland's use of such words as "properly employed" indicate that there are definitely, at least in his mind, socially sanctioned areas or levels of employment, but these are not specified. Useful is also used as a modifier for employed. Useful to whom? And we are left no closer to knowing what it means to be alive in mind, body and heart, or how we might determine the degree of such aliveness in an individual.

(4) "Career education in its general sense is proposed as a comprehensive educational program which has its broad focus on the elimination of the 'gap' between the world of school and other realms of human activity. By establishing an educational program which emphasizes the development of meaningful vocational and avocational skills, it is hoped that students can be helped to acquire and cultivate abilities which are necessary for long-range personal fulfillment...

"Career education embraces the concept of career in its broadest meaning as education for one's progress through life. It refers to the aggregate of processes by which an individual acquires and develops the ability (including knowledge, attitudes, and skills) to engage in meaningful vocational, avocational, leisure, and personal maintenance pursuits. The goals of career education are those of any educational system: to prepare the individual for a socially acceptable role as citizen and worker. Career education has as its overriding purpose--a unique value--the concern for enabling the individual to realistically assess and develop his own interests and potential (vocational, avocational and personal) in view of the opportunities offered and constraints imposed by society.

"Career in its broadest definition refers to one's progress through life. It encompasses the selection of and advancement in a meaningful vocation within the world of work, the activities, and satisfying participation in the social and political processes of society. Career means much more than occupation; it implies life--purposeful, fulfilling, and competent living" (Far West Laboratory for Educational Research and Development, Initial Systems Analyses of Employer-Based Career Education, 1971).

This definition, like the others we have explored, uses such words as "meaningful" which is relative, as it varies with every individual and among the various societies which make up the American fabric. What is socially acceptable? The

foregoing statements also imply that career education and education are synonymous, and career is tacked on to education to indicate that some new effort is being made to help individuals realistically assess and develop their own interests and potential. Further, we have no indication of whose standards of satisfying, purposeful, fulfilling and competent living will be used to determine whether career education is in fact achieving its goals.

(5) "Career education is that combination of educational experiences, curricula, instruction, and counseling pertinent to preparation for economic independence and appreciation of the dignity of work. The main thrust is to prepare all students for a successful life of work by improving the basis for occupational choice, facilitating the acquisition of job skills and enhancing educational achievement by making education more meaningful and relevant to the aspirations of students" (Position paper, USOE or HEW).

The key word in this definition is "pertinent". If there were a clear conception of the "pertinent" educational experiences, etc., necessary for producing individual economic independence, we would hardly be in the "mess" career education is aimed at overcoming. Again, we are confronted with words such as a "successful life of work". Is that equal to economic independence and an appreciation of the dignity of work? Is work only that which provides economic independence? Is work all purposeful activity? What is work, anyway? Do we know what the aspirations of students are? Do they? If we make education more meaningful and relevant to the aspirations of the students, what about the aspirations of the economic establishment and government? They may be different. Like the other definitions, this one also leaves us up in the air.

Toward a Working Definition of Career Education

Model IV is committed to a goal of "improving the growth, development and employ-

ability of individuals in the region through an innovative, experimental system of career education." The idea of a residential community for career education is one aspect of the innovative, experimental approach to be utilized in Model IV. Individuals and families will become members of a residential community while they are participating in a career education program. Both the career education program and living in the created community are envisioned as providing the rural disadvantaged with learning experiences that have relevance to improving their employability. Many ideas have been developed concerning the living-learning aspects of the residential community.

In an attempt to develop a working constitutive definition[6] that could be operationalized[7] as a basis for research and program development, the following rationale was developed.

Man found it useful to live in groups. Most individuals are members of one or more communities[8] or societies which exist in a larger life-environment[9]

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[6]A constitutive definition is a definition that defines constructs with other constructs. One concept is substituted for another.

[7]Constitutive definitions must be turned into operations in order to state hypotheses for research and verifiable performance objectives for program operation. An operational definition is a definition that assigns meaning to a construct or a variable by specifying the activities or operations necessary to measure the construct or variable. An operational definition specifies the activities necessary for measurement or manipulation.

[8]A group of individuals living together in the same environment, having a common value system, and sharing some common interests. These common interests may range from seeking and producing food and shelter to spiritual beliefs to aesthetic experiences to...

[9]Environment is defined here as the aggregate of social and cultural conditions (including customs, laws, language, religion, economic and political institutions) as well as the complex of climatic, edaphic, and biotic factors that influence the life of an individual, community or society (based on Webster's Unabridged Dictionary, 1961, p. 760). An environment is the life system for individuals, communities, and societies.

composed of such complex factors as: biological, physical, and geographical proximity, physical needs, economic needs, political power, and some generally accepted minimal value system, etc. In this instance, we are directly concerned with individuals who live in the communities and societies that function (exist) in the American life-environment. America is viewed as a life-style or life-living system rather than as a society because there is no single society that can be termed "the American society". In reality, there is no "American way of life"; instead, there are many diverse and varied societies and ways of life in a geopolitical entity known as America. Perhaps we can term this the individual "quality of life".

Continued existence of these three basic elements in modern human life (selves, societies, and life-style systems or environments) is dependent on the ability of each element to contribute to the life and growth dynamic of itself and that of the other elements.[10] Stability, cohesiveness and change are also necessary ingredients in the life and growth dynamic of each of the elements. As stated by Miller:

> "For the moment, our primary concern is the individual element. In order for man to continue living he must be able to contribute to himself, societies, and life-environment support systems in a manner that promotes life and growth. Life and growth are dependent on a dynamic balance of benefits and costs in which benefits exceed the costs. Therefore, an individual must be able to contribute more benefits to himself, societies, and life-environment support systems than costs that accrue to himself, societies, and life-environment support systems as a result of his existence.

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[10]We have made the basic assumption that man is dependent for life on life support systems and societies; that societies are dependent on man and life support systems; and that life-support systems are influenced by man and his societies.

> Individuals are key elements in that they learn. It is the individual that must learn the arts of contributing and receiving (production and prudent consumption). Education is the aggregate of all the processes by which an individual acquires information, develops skills, abilities, attitudes, values, behaviors, and motivations to contribute and consume in a manner that is conducive to life and growth in himself, societies and life-environment support systems.
>
> Man is the learning element in the fabric of interdependency. Therefore, it is through him that a life-sustaining interaction-influence is maintained in all three elements: individual, societies, and life-environment support systems. Education for ones career(s) then means the individual must learn: (1) how to, and be encouraged to, contribute to himself, to his societies, and to his life-support systems; (2) how to exercise prudent use of his, society's and environment's resources and energies; and (3) how to recognize and support a working reciprocal pattern of interdependent, interaction-influence among these three types of entities."

The definition of career education resulting from the foregoing rationale is as follows: Career education is the aggregate of processes by which an individual acquires and develops the goals (values), abilities (including knowledge, attitudes, skills and behaviors), and motivation to: (1) contribute (includes production) to the growth of himself, his societies, and his life-style; (2) make prudent use of his individual, his societies' and his life-style systems' resources and energies.

There appears to be little difference between education and career education. Perhaps choosing to focus on education through a "career" lens puts a stronger and sharper emphasis on progress, which implies "an advancement or movement toward a goal: purposeful getting or going ahead." This focus may help us resolve some of the problems plaguing our educational systems. Unemployability of the young (or old) which seems to have prompted interest in career education may only incidentally be related to a lack of skills. One could ask, why a lack of skills? The lack of appropriate programs in the schools is only one

answer. Perhaps students have "opted out" or chosen to develop skills other than those required or needed by the technical and economic "establishment" because they do not wish to contribute to the maintenance of its status quo. Perhaps changing life conditions have helped produce individuals with different career or life purposes. And perhaps, as we grapple with the problem of defining career education, we should further attempt to define the problem impelling the adoption of a "career" focus on education.

Arriving at a working definition of career education is not the end; career education leaders must then develop a model and operations that can serve as a basis for planning and decision-making in program development. Using the developed definition of career education, let us briefly look at a simplistic model that might guide Model IV program development (Figure A). In applying the model, we start with some givens -- "where we are" and "where we want to go." In order to make decisions about educational programs (the "what" box), indicators of the desired ends must be specified and the kinds or types of goals, abilities and motivations related to producing these desired ends must be hypothesized for testing. Operational indicators of individual attainment of the specific types of goals, abilities and motivations related to desired ends must be developed. Once these determinations have been made, decisions about educational programs can be made.

The definition of career education presented earlier, offers some advantages over the other definitions discussed when it comes to translating the constructs into operations. It is easier to designate indicators of contribution and growth in individuals, societies, and life systems than it is to determine what constitutes a happy and satisfying life.

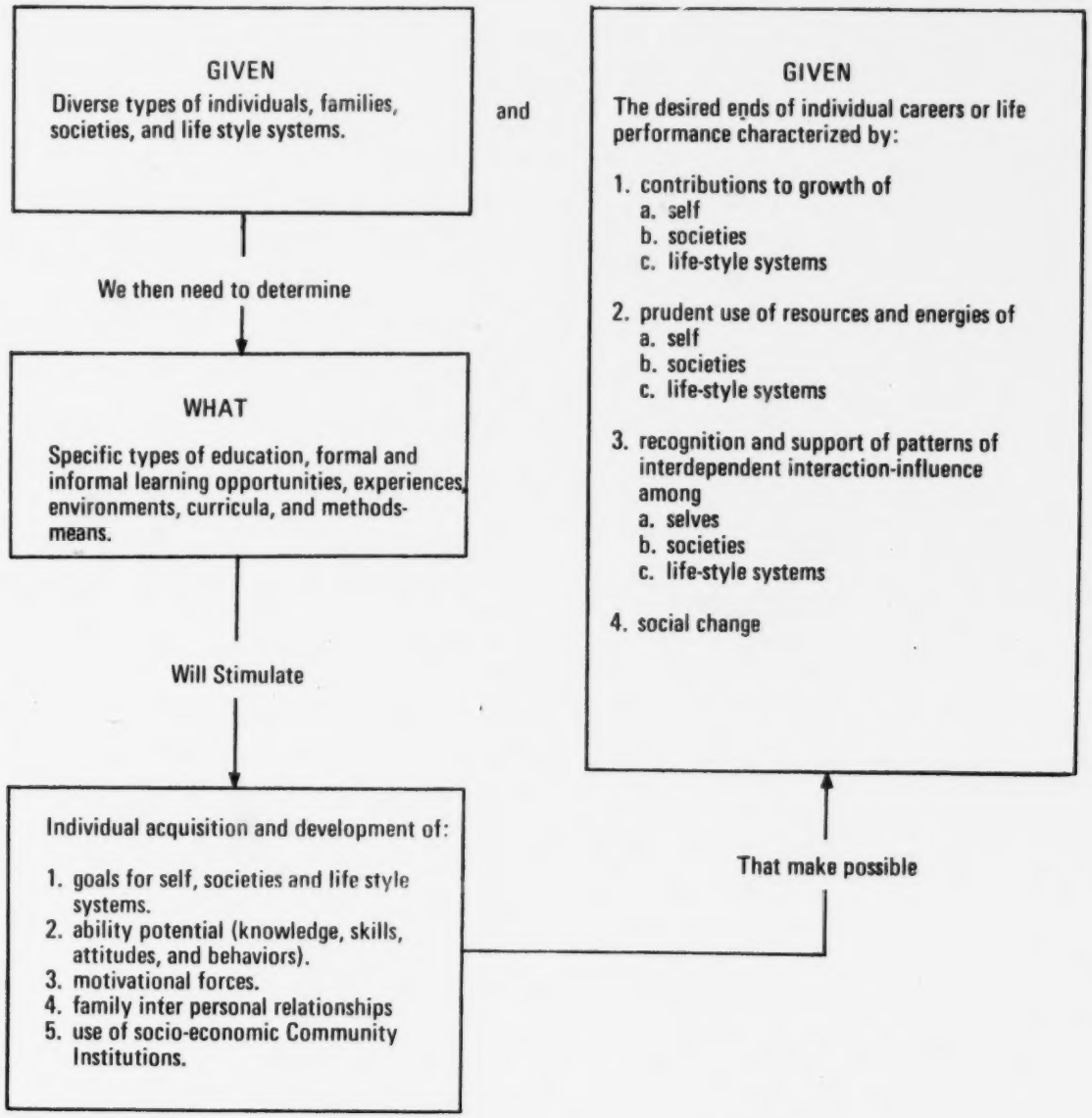
GIVEN
Diverse types of individuals, families, societies, and life style systems.
and
GIVEN
The desired ends of individual careers or life performance characterized by:
1. contributions to growth of
a. self
b. societies
c. life-style systems
2. prudent use of resources and energies of
a. self
b. societies
c. life-style systems
3. recognition and support of patterns of interdependent interaction-influence among
a. selves
b. societies
c. life-style systems
4. social change
We then need to determine
WHAT
Specific types of education, formal and informal learning opportunities, experiences, environments, curricula, and methods-means.
Will Stimulate
Individual acquisition and development of:
1. goals for self, societies and life style systems.
2. ability potential (knowledge, skills, attitudes, and behaviors).
3. motivational forces.
4. family inter personal relationships
5. use of socio-economic Community Institutions.
That make possible

Fig. A. -- A simplistic Model for Career Education Program Development

Once measures of desired ends have been specified, Model IV is in a position to ask questions such as: what attitudes and values are conducive to occupational responsibility; what behaviors are required for continued self-development; what skills are required for resolving conflict resolution; what knowledge is required for disease prevention, etc.?

The career education program curriculum must become a vehicle for preventive education, acknowledging that a primary task of the educational program is development of positive self-concepts, helping students (persons, families) obtain control over their own lives, and maximizing their occupational possibilities. Career education will offer a program/curriculum which helps each individual or family examine the meaning work should have in his/their life and the life style that is envisioned -- the needs for leisure, self-esteem, community involvement, for family relationships, for security, for adventure, for status, for power, for self-fulfillment -- in other words, a system which asks <u>not</u> "Where does our family best fit?", but rather: "How does work and leisure fit into the kind of life our family wants and the kinds of persons they perceive themselves to be?" <u>Not</u> "How can a family be shaped to work, but how can work be shaped to individuals and families?" <u>Not</u> just fitting into jobs which exist, but helping create jobs which fulfill their personal needs and also contribute to the world's unfinished work: the improvement of society, the resolution of contemporary social issues, and raising the quality of life for all. This is the liberating and humanizing potential of career education.